Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

2025 Comprehensive Guide to Educator Preparation Data Submission and the Annual Performance Report

Introduction

In order to ensure an adequate pool of well-prepared educators for Missouri schools, the Department of Elementary and Secondary Education (DESE) collects data from entities that prepare educators in the areas in which the state offers certification. These data are used to track changes in the educator pipeline, identify trends in preparation, and to support State Board of Education decisions regarding continuing accreditation for Educator Preparation Providers (EPPs). This document describes the processes and guidelines related to this data collection and the calculation of the Annual Performance Assessments for Educator Preparation (APR-EPP).

Significant Changes for 2025 Data Collection and APR-EPP

1. APR-EPP score calculations will be based upon data connected to Program Completers instead of Certification Candidates.
2. Regarding the School Leader K-12 performance assessment, Program Completer data should be submitted with two scores, one for each evaluator, for each of the five domains. This is a change from the previous practice of submitting a single score for each individual.
3. Initial Teacher Preparation Programs and Advanced Educator Preparation Programs will be accredited separately. To inform the related recommendations, an Initial Teacher Preparation APR-EPP score will be calculated for all EPPs. A separate score will be calculated for Advanced Educator Preparation Programs. These will be known as Certification Levels.

Note: Sections that have been highlighted in the document have been changed in the *2025 Comprehensive Guide to Educator Preparation Data Submission and the Annual Performance Report*.

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Regulatory Authority for the Annual Collection of Educator Preparation Provider Data

5 CSR 20-400.440 Procedures and Standards for Approval and Accreditation of Professional Education Programs in Missouri

The State Board of Education is authorized to grant certificates of license to be a professional educator in any of the public schools of the state and establish requirements and qualifications for those certificates. The Board also determines the entities authorized to prepare educators and to recommend them for certification. This section of rule published below provides procedures and standards for continuing accreditation of educator preparation programs in Missouri.

(4) Accreditation.

(A) Upon receiving initial approval, an educator preparation provider must annually submit data consistent with the rules and regulations promulgated by the board. These and other available data are used by the department to generate annual performance reports.

(B) The commissioner shall review the annual performance reports and may request additional information before recommendations are made to the board.

(C) Based upon a review of available information, the commissioner shall recommend to the board that an educator preparation provider be accredited, provisionally accredited, or unaccredited.

1. In addition to data provided by annual performance reports, any failure to comply with the rules promulgated by the board, and the guidelines developed by the department to execute those rules, may also inform the commissioner's recommendation.
2. The commissioner shall not recommend the removal of accreditation of providers not afforded an opportunity for a hearing according to the provisions of Chapter 536, RSMo.

(D) Informed by the commissioner's recommendation, the board will annually make an accreditation determination of accredited, provisionally accredited, or unaccredited, for each educator preparation provider in Missouri, with decisions about initial teacher preparation and advanced educator preparation being made separately.

(E) The commissioner may authorize an interim review of an educator preparation program in accordance with the rules and regulations promulgated by the board. As a result of the review, and upon the recommendation of the commissioner, the board may revoke the approval and accreditation thereby removing an educator preparation program's authorization to recommend candidates for certification.

(F) Should the board remove accreditation from any educator preparation provider, the commissioner shall notify the program of the decision and inform the educator preparation provider with reasons for the decision.

In light of the above regulations, the Educator Preparation Section of the Office of Educator Quality in the Department of Elementary and Secondary Education is charged with collecting and organizing data in a manner that will enable the commissioner to make informed recommendations to the State Board of Education regarding the continuing accreditation of Educator Preparation Providers.

AUTHORITY: sections 161.092 and 161.099, RSMo 2016, and section 161.097, RSMo Supp. 2022.* Original rule filed Aug. 28, 2012, effective March 30, 2013. Amended: Filed March 20, 2020, effective Oct. 30, 2020. Amended: Filed Feb. 9, 2023, effective Sept. 30, 2023.

Glossary

The following terms are related to processes involved in the educator preparation fall data submission and the creation of the Annual Performance Reports for Educator Preparation Providers.

Advanced Educator Preparation: Refers to all programs that require an initial teacher certification as a prerequisite (e.g., School Leader, School Counselor, Mathematics Specialist)

Annual Performance Assessments for Educator Preparation Providers (APR-EPP): Reports generated annually to provide evaluative information about the quality of Educator Preparation Providers. Reports form the primary basis for yearly accreditation visits and provide important information to the public. The APR-EPP are publicly available on the Annual Performance Reports - Educator Preparation Providers dashboard.

Certification Area: One of the fields in which individuals may be licensed by DESE to work in Missouri schools. The list of certification areas is published in Appendix A. A few Certification Areas are not currently included in APR-EPP calculations, but Program Completers in these areas should still be submitted. These are noted in Appendix A.

Certification Candidate: An individual who has completed all requirements to be eligible for certification in a particular area. A Certification Candidate is someone who is eligible to be recommended by the educator preparation program for certification. Prior to 2025, only data associated with Certification Candidates was used to calculate APR-EPP scores.

Certification Level: Designation used to differentiate between Initial Teacher Preparation Programs and Advanced Educator Preparation Programs. The State Board makes annual accreditation decisions by Certification Level.

Certification Type: One of a few large groupings into which Certification Areas may be grouped. For purposes of the APR-EPP, these types are Teacher, School Counselor, and School Leader.

Certificated Educator: A Certification Candidate who has received Missouri certification.

Educator Preparation Provider: An entity granted the authority, by the State Board of Education, to prepare and recommend candidates for certification as a teacher, school leader, or provider of student services (e.g., school counselor).

Enrolled Student: An individual who has formally joined a program intended to lead to some sort of educator certification in Missouri. In many cases, a student becomes an enrolled student upon declaring a particular major. However, at some institutions, participation in a certification program may be associated with a minor, an endorsement, a certificate, acceptance into a graduate program or some other indicator. Typically, the Registrar's office has some code-based method for tracking these students.

Examples of enrolled students include, but are not limited to, the following.

1. a student who has completed the institutional paperwork necessary to Elementary Education listed as her major
2. a student who is a Chemistry major but has also completed paperwork to add an endorsement in teaching
3. a student who has been accepted into a graduate program that will lead to certification in Middle School Math
4. a student participating in a Registered Teacher Apprenticeship
5. a student taking courses in education at a 2-year institution

EPPs have some discretion over the manner in which they define an Enrolled Student based on institutional context. Please note, however, that it is DESE's intent to capture enrollees at an early point in their programs, so EPPs should not wait until students have been formally accepted into a program to count them as Enrolled Students. Institutions may decide the date of this census as long as it is after the start of the Fall Semester and prior to the submission deadline.

Initial Teacher Preparation: Refers to all certification programs designed to prepare individuals to apply for an Initial Professional Certificate (IPC). Some examples of areas in which an IPC is available include Early Childhood Education, English Education 9-12, Instrumental Music K-12, and Early Childhood Special Education.

Missouri Performance Assessment: State-required performance assessment used to evaluate educator candidates during a culminating clinical experience. The teacher (often referred to as the MEES) and school counselor versions are completed by both an EPP representative and the site-based supervisor.

Program Completer: An individual who has met **all** of the institutional requirements of a state-approved educator preparation program, including any required culminating clinical experience. Completers include any student who has finished a program of study to become a teacher, librarian, student services provider (e.g., school counselor), or school leader (e.g., principal)). In applying this definition, the following factors should **not** be used to disqualify an individual as a Program Completer.

- the individual has not been recommended to the state for initial certification or licensure
- the candidate has not passed a required certification exam
- the individual is not or has not been enrolled in a degree or certificate program at the institution. EPPs must have methods of tracking such candidates even if they are not officially recorded as being in an official institutional program.

Starting with the 2025 APR-EPP, data associated with Program Completers, instead of Certification Candidates, will be used to calculate APR-EPP scores.

(Note: Individuals who have finished a 2-year program will be labeled as "Mid-Stage Enrolled", not as a "Program Completer".

Program Level: One of two designations used to differentiate between Initial Teacher Preparation Programs and Advanced Educator Preparation Programs.

Reported GPA: Grade Point Average (GPA) data collected on Program Completers. Depending upon the program, one or more of the three types of GPA will be calculated for each completer. A full list of the GPA reporting requirements for specific programs is included in Appendix B.

- **Content GPA**. Calculated using grades from courses that have been approved to meet the content requirements in certain areas. Completers of Middle School, Secondary, and most K-12 programs should have a Content GPA.
- **Pedagogical GPA**. Calculated using courses that have been approved to meet the professional education requirements, including field and clinical experiences. Completers of Middle School, Secondary, and most K-12 programs should have a Pedagogical GPA.
- **Program GPA**. Calculated using grades from all courses designated by the EPP as being used to meet state certification requirements. Elementary Education and Superintendent are examples of areas for which Program GPA should be reported.

Note: While Overall GPA was previously collected and used as a certification requirement, that is no longer the case. Overall GPAs are not submitted.

2025-26 Timeline

The updated APR-EPP Timeline can be found within the Ed Prep Master Calendar.

Use of Data

This document describes processes for collecting and using multiple types of data. It is important that institutions be aware of the ways in which submitted data will be used by DESE.

- Enrolled Student Data – Data associated with Enrolled Students will only be used to better understand the overall educator pipeline. It will not be used to evaluate Educator Preparation Providers. Given that these

individuals will not need to be connected to data in other tables, Personal Identifiable Information (PII), such as birthdates and Social Security Numbers do not need to be submitted for them.

- Program Completer Data – Most of the data submitted are used to calculate the Annual Performance Report for Educator Preparation Providers (APR-EPP). These reports form the basis for DESE's recommendations to the State Board of Education regarding continuing accreditation of EPPs. While PII must be reported for these individuals, clear protocols exist regarding public sharing of data to ensure that individuals cannot be identified.

Continuing Accreditation

The State Board of Education annually reviews the accreditation status of Educator Preparation Providers (5 CSR 20-400.440). The APR-EPP provides the primary basis for the State Board's decisions.

The APR-EPP process collects and documents data aligned with the approved standards for Teachers, School Counselors, and School Leaders. Based upon calculations described in Appendices C through F, the commissioner makes up to two recommendations to the State Board of Education regarding each EPP. All EPPs receive a recommendation regarding initial teacher preparation programs, collectively, and those EPPs with advanced educator preparation programs (e.g. School Counselor, Superintendent) receive a recommendation regarding those programs, collectively. Based upon its review of the data, the Board makes one of the following determinations about an **EPP's initial teacher preparation programs** and, if appropriate, advanced educator preparation programs.

Accredited: The Board acknowledges that an EPP is adequately preparing educators and may continue to recommend candidates for certification. DESE will recommend that EPPs earning 70 percent or more of the points possible on the APR-EPP receive this designation.

Provisionally Accredited: The Board indicates concern regarding an EPP's ability to provide adequate educator preparation. If an EPP earns fewer than 70 percent of the points possible on the APR-EPP in two consecutive years, DESE will recommend that it be designated as "Provisionally Accredited" by the Board. If designated as such, the program will be provided with a timeline for addressing areas of concern. While provisionally accredited, an EPP will retain the ability to continue to recommend candidates in that certification area.

Unaccredited: The Board determines that an EPP previously designated as "Provisionally Accredited" has not made sufficient progress and removes the EPP's authority (i.e. "approval") to recommend candidates for certification in this area.

Each spring DESE will make recommendations to the Board for EPP designations that will be valid from September 1 of the current year through August 31 of the following year.

Non-Compliance

APR-EPP scores and subsequent DESE recommendations to the State Board regarding accreditation are based upon data submitted annually by EPPs. An EPP's failure to submit required data prevents DESE and the Board from meeting their legislatively required oversight responsibilities. Any EPP failing to submit required data by the published deadline will be considered out of compliance with state regulations. Consequences for non-compliance may include, but are not limited to, publication of an institutional APR-EPP that is incomplete, increased scrutiny of non-APR-EPP data and documents, and recommendation to the State Board of Education that the EPP be assigned a designation of "Provisionally Accredited" for the next year.

DESE trusts that EPPs will make a good faith effort to ensure the accuracy of submitted data. However, repeated submission of inaccurate or incomplete data may be considered a form of non-compliance.

Note: While recommendations for certification are not, technically, submissions of data, they are assertions that data

exists documenting that a candidate is eligible for certification. Data submitted to DESE provides that documentation and must, therefore, match the assertions made in the certification process. EPPs are responsible for ensuring that assessment and certification records match.

Annual Performance Reports for Educator Preparation Providers (APR-EPP)

Overview of APR-EPP Process

Each year EPPs submit data associated with all Program Completers. Based on these data, as well as data provided by third-party vendors, DESE calculates APR-EPP scores for each of an EPP's Certification Types (Teacher, School Counselor, and School Leader). This process is described in Appendices D through F.

The scores earned for Teacher Certification Types are used to make accreditation recommendations for Initial Teacher Preparation Providers. Teacher certification areas that require a prerequisite of an initial teacher certification (e.g. Gifted Education, Literacy Specialist, English Language Learners) are not included here.

As applicable, School Counselor and School Leader Certification Type scores are then weighted and combined to calculate an Advanced Educator Preparation Score (see Appendix C), which is used to make accreditation recommendations regarding advanced educator programs to the State Board of Education.

No score will be generated for an Initial Teacher or Advanced Educator Preparation Program that has fewer than ten completers over the period covered by the APR-EPP (up to five years).

Determining Individuals and Data to be used in the APR-EPP

Overall
DESE uses data associated with Program Completers submitted throughout the past five years to make APR-EPP calculations. Significant changes were made prior to the 2022 calculation, so the 2025 APR-EPP will only include data submitted in 2022, 2023, 2024, and 2025.

The 2025 APR-EPP will be the first to use data from all Program Completers instead of the slightly smaller subset of Certification Candidates that has been used in prior years.

Inclusion of First-Year Educator Survey Data
Response rates are calculated for each of the First-Year Educator Surveys. In order for data from these surveys to be used in the calculation of a standard score, a participation rate of 40 percent or greater is necessary.

Limits on Publication of Data

In order to publish data on any collection of candidates (e.g., a particular metric, a Certification Area, a Certification Type), the calculation must be based on at least 10 completers aggregated over the past five years.

In regard to data from First-Year Educator Surveys, the minimum cell size for any type of reporting purpose—to the public or EPPs—is 15.

EPP Access and Review of Initial APR-EPP and Related Data

After the data are submitted, DESE or DESE's designated contractor uses the data associated with Program Completers to calculate APR-EPP scores, as described in Appendices C-F.

After these calculations have been run, the following are made available to EPPs.

- Data associated with individual education candidates.
    - This includes the information submitted by the EPP as well as an individual's highest score on third-party assessments (e.g. Praxis).
- Initial APR-EPP scores for the following designations if the number of individuals in the cohort is 10 or

more: Certification Area, Certification Type, Certification Level.

EPPs are encouraged to check these data against their own records to ensure accuracy.

- Although the designation "Certification Candidate" will no longer be used to calculate APR-EPP scores, individuals who qualify as eligible for certification will still be identified to assist EPPs in verifying the accuracy of the data.
- EPPs are responsible for ensuring that all candidates recommended for certification have met all of the necessary requirements prior to the recommendation. DESE maintains the authority to check certification recommendations against data submitted in other contexts.

Appeals Process for APR-EPP Release

After a review of the data to be included in the APR-EPP calculation, EPPs may submit an appeal to revise data identified as errant. Appeals must be submitted using the DESE appeals form during the designated appeal period. EPPs have the right to appeal any numeric data associated with Program Completers included in the current APR-EPP. DESE will formally address any appropriately filed appeals.

Once an EPP's APR-EPP is final, data included in that report may not be appealed. Corrections made to prior data will not affect an APR-EPP for which the results have already been published and presented to the State Board of Education. These changes will be made in subsequent years that are affected by the appeal.

Data Submission

Submission Process

Submission of data requires use of the DESE-approved "Data Collection Template." A link to this Excel document can be found on DESE's Annual Performance Report Page. Detailed directions for data submission can be found by following the "Folder Access and Data Submission Guidance" link on that same webpage.

Data Entry

Data can be entered by typing directly into a cell, selecting an option from a drop-down menu when applicable, or copying and pasting into the template.

Data should be entered sequentially starting in Column C (e.g., entering data for Column C *then* Column D *then* Column E, etc.) or copied and pasted together (e.g., copying and pasting data in from Columns C-J at the same time). Attempting to enter data out of sequence may result in an error because formatting of latter cells is influenced by data added to earlier cells.

Columns A and B do not need to be completed first. Entering data in Column C will automatically populate corresponding fields in Columns A and B.

Data validation processes do not require any entry (e.g., NA) in a cell in which no data are required.

Additional important rules for using the template include:

- Do not alter the headings in any way. Doing so will prevent data from being uploaded.
- The file must be submitted in **Excel** format. The template is optimized for Excel 2021 and Office 365. If you are unable to use one of these versions, contact Educator Preparation.
- The guidelines below must be followed. The template will not allow data input in cells that are not applicable to the characteristics of the given individual. The template will also indicate if required data are missing. Incorrect or missing data will be reflected in the conditional formatting of the template.

Cell Formatting

As data are added to the template, the background color of cells may change. These colors communicate information about data in the cells.

Cell Background	Description
White	Indicates no error found with data in the cell.
Gray	Indicates that data should not be entered in the cell based upon data entered in a previous cell.
Red	When the cell is blank, a red background indicates that the cell needs to be completed. When the cell contains data, a red background indicates a problem with the data in the cell.* To resolve problems with data entry, see the troubleshooting section for the corresponding field in the Guide to Template Fields section of this document.
Gray with red bars	Indicates data entry in a cell that should be left blank.
Blue	Indicates that fewer than 9 characters were entered into the SSN field (Column L). When this happens, select "Student ID entered for SSN" in the drop-down menu of Comments (Column R). Note: the SSN field (Column L) will remain blue.
Orange	Indicates that there is not enough information to generate guidance on which GPA fields should be completed (Columns O-P). When Columns C-F are completed, the orange GPA cells will change to white or gray.

Each field's header cell is also assigned a background color that reflects the field's requirement designation.

Heading Cell Background	Description
Yellow	Indicates a required field
White	Indicates a field that is required in some cases
Blue	Indicates an optional field

Guide to Template Fields

The following tables provide a brief description of each field, instructions for completing the field, notes about how the field interacts with other fields in the template, and assistance with troubleshooting. For more detailed descriptions of the fields, please see the most recent version of the Comprehensive Guide to Educator Preparation Fall Data Submission and Annual Performance Reports.

CollectionVersion (Column A)	
Requirement	Required for all submitted individuals
Description	Identifying year of collection.
Procedure	Select [Year]ALL1.0EDPrep from the drop-down menu (e.g., 2025ALL1.0EDPrep) or paste same in field.
Notes	Completing Column C will automatically populate this field.
Trouble-shooting	If the cell is red, ensure that the entry matches the designated option in the drop-down menu.

* When typing data directly into a cell or when selecting an option from a drop-down menu, the template prevents entry of invalid data, and a message appears explaining the error. When copying and pasting data into a field, the template allows entry of invalid data and communicates the error with a red background.

CurrentSchoolYear (Column B)	
Requirement	Required for all submitted individuals
Description	Four-digit year in which the report is submitted
Procedure	Enter the four-digit year of report submission, or select from the drop-down menu (e.g., 2024)
Notes	Completing Column C will automatically populate this field.
Troubleshooting	If the cell is red, ensure that the entry matches the designated option in the drop-down menu and that it is in numeric format.

ReportingEdPrepProgram (Column C)	
Requirement	Required for all submitted individuals
Description	Six-digit DESE-assigned institutional code
Procedure	Enter a six-digit code. Leading zeros will automatically apply. For a list of codes, see Appendix G.
Notes	Completing this field will automatically populate corresponding fields in Columns A and B.
Troubleshooting	If the cell is red, ensure the entry is in numeric format.

CompleterEnrolled (Column D)	
Requirement	Required for all submitted individuals
Description	Indication of the status of the individual reported

Procedure	Enter codes to indicate individual's status or select from the dynamic drop-menu:
	• E: Early-Stage Enrolled. An individual who is an Enrolled Student (see Glossary) but has not been formally admitted to a program as of a selected day in the fall of 2024. EPPs may decide the date of this census as long as it is after the start of the Fall Semester and prior to the submission deadline.
	• M: Mid-Stage Enrolled. There are two uses of this term.
	  o an individual who was an Enrolled Student (see Glossary) AND had been formally admitted to a program as of a selected day in the fall of 2025 or
	  o an individual who has finished a program designated in Column N as AT in the previous academic year (only used by 2-year institutions).
	• C: Program Completer. An individual designated as being in a TD or NT program in Column N and who completed the certification program between September 1, 2024, and August 31, 2025.
	  o Individuals with AT in Column N cannot be assigned a C.
	  o Only Program Completers (C) should be reported for programs in the School Counselor or School Leader Certification Types.

Notes	The options for this field are based on the ReportedEdPrepProgram code (Column C).
Troubleshooting	If the cell is red, ensure the entry is E, M or C for EPPs offering TD or NT programs and entry is E or M for EPPs offering AT programs.

SubjectArea (Column E)	
Requirement	Required for all submitted individuals
Description	Certification program in which individual is enrolled or has recently completed
Procedure	Enter certification program code or select from the dynamic drop-down menu. If entering for an AT program or if the CompleterEnrolled (Column D) code is E or M with no designated subject area, use 0000 (UNDECIDED). For list of certification codes, see Appendix A.
Notes	The options for this field are based on the ReportedEdPrepProgram code (Column C)
Troubleshooting	If the cell is red, ensure the entry matches one of the codes listed in the dynamic drop-down menu and that entry is in numeric format.

EdPrepProgramType (Column F)	
Requirement	Required for all submitted individuals
Description	Type of program in which individual is enrolled or has completed
Procedure	Enter codes to indicate the program type or select from the dynamic drop-menu: • TD: Traditional. Program that is intended for individuals to meet all certification requirements prior to being employed as an educator in the area of certification. • NT: Non-Traditional (aka Alternative). A program that has been approved by DESE as an Alternative Program. o Programs qualifying for this designation are always post-baccalaureate programs, but all post-baccalaureate programs may not be Non-Traditional. o Only teacher preparation programs may be designated as Non-Traditional. • AT: Associate of Arts in Teaching. Teacher preparation program at a 2-year institution. All 2-year institutions should use this designation, even if the student was not enrolled in or did not complete a formal AAT.
Notes	The options for this field are based on the ReportedEdPrepProgram code (Column C) and SubjectArea (Column E). For example, EPPs without an approved alternative certification program in a particular area will receive an error if NT is entered for an individual in that Certification Area.
Troubleshooting	If the cell is red, ensure entry matches one of the codes listed in the dynamic drop-down menu.

LastName (Column G)	
Requirement	Required for all submitted individuals
Description	Last name of individual
Procedure	Enter legal last name of individual
Troubleshooting	If the cell is red, ensure entry does not exceed 60 characters.

FirstName (Column H)	
Requirement	Required for all submitted individuals
Description	First name of individual
Procedure	Enter legal first name of individual
Troubleshooting	If the cell is red, ensure entry does not exceed 60 characters.

MiddleName (Column I)	
Requirement	Optional for all submitted individuals
Description	Middle name of individual
Procedure	Enter legal middle name of individual
Troubleshooting	If the cell is red, ensure entry does not exceed 60 characters.

Suffix (Column J)	
Requirement	Optional for all submitted individuals
Description	Suffix used by individual (e.g. Jr. or III)
Procedure	Enter legal suffix of individual
Troubleshooting	If the cell is red, ensure entry does not exceed 10 characters.

DateOfBirth (Column K)	
Requirement	Required when "C" is reported in Column D or when "M" is reported in Column D and "AT" is reported in Column F.
Description	Individual's date of birth
Procedure	Enter date between 01/01/1924 and 01/01/2007. If the cell is gray, do not complete.
Notes	The options for this field are based on entry in CompleterEnrolled (Column D) and EdPrepProgramType (Column F).
Troubleshooting	If the cell is red, ensure date is in MM/DD/YYYY format.

SSN (Column L)	
Requirement	Required when "C" is reported in Column D or when "M" is reported in Column D and "AT" is reported in Column F.
Description	Social Security Number
Procedure	Enter a nine-digit social security number. Entry of 000000000 and 999999999 is not allowed. If individual has no SSN, report the numeric Student ID and select "Student ID entered for SSN" in the drop-down menu for Comments (Column R). If the cell is gray, do not complete.
Notes	The options for this field are based on entry in CompleterEnrolled (Column D) and EdPrepProgramType (Column F).
Troubleshooting	If the cell is red, ensure the entry is in numeric format, is not 000000000, 999999999, and does not exceed nine digits.

Gender (Column M)	
Requirement	Required for all submitted individuals
Description	Gender of individual
Procedure	Enter codes to indicate gender or select from the drop-menu: • M: Male • F: Female • O: Non-Binary/Other • N: No Gender Reported
Troubleshooting	If the cell is red, ensure entry M, F, O, or N.

RaceEthnicity (Column N)	
Requirement	Required for all submitted individuals
Description	Race or ethnicity of individual
Procedure	Enter codes to indicate race/ethnicity or select from the drop-menu: • A: Asian • B: Black or African American • H: Hispanic/Latino of any race • I: American Indian or Alaska Native • W: White • P: Native Hawaiian or Other Pacific Islander • M: Multi-Racial • O: Other/Unknown
Troubleshooting	If the cell is red, ensure entry is A, B, H, I, W, P, M, O.

Content/Pedagogical/ProgramGPA (Columns O-Q)	
Requirement	Required for all individuals designated as a Program Completer
Description	Depending on the program, one or more of the three types of GPA will be required for each Program Completer
Procedure	If the cell is red, enter appropriate GPA If the cell is gray, do not complete.
Notes	• GPA should be reported on a 4.00 scale (2 decimal points). • The requirements for these fields are determined by a combination of the data entered in CompleterEnrolled (Column D), SubjectArea (Column E), and EdPrepProgramType (Column F). • If Completer/Enrolled code (Column C) is E or M, GPA cannot be reported. Leave blank if not reporting. • A full list of the GPA reporting requirements for specific programs is included in Appendix B.
Troubleshooting	• If the cell is red, ensure entry is in GPA format (e.g., 3.50) and that GPA is required for this type of candidate. • If the cell is gray with red bars, ensure the cell is empty. • If the cell is orange, the data entered in CompleterEnrolled (Column D), SubjectArea (Column E), and EdPrepProgramType (Column F) does not correspond to a known approved program type.

Comments (Column R)	
Requirement	Optional
Description	Add any comments necessary to provide context for particular entries
Procedure	Enter anything that needs to be stated about the individual. If Student ID was entered for SSN (Column L), select "Student ID entered for SSN" in the drop-down menu. If there has been a known name change, include that information here.

CTStandards1-9/USStandards1-9 (Columns S-AJ)	
Requirement	• Columns S-AJ are required for Teacher Program Completers • Columns S-W and AB-AF are required for School Counselor and School Leader Completers • Scores from participants in the Superintendent Performance Assessment Pilot should be entered in Columns S-W and AB-AF.
Description	Performance assessment scores by domain or standard
Procedure	• Enter scores, for each domain or standard, as appropriate, from each of two scorers. • Cells S-AA should be used for scores generated by Cooperating Teachers (Teachers), Site-Based Supervisors (School Counselors), and Scorer 1 (School Leaders/Superintendents). • Cells AB-AF should be used for scores generated by University Supervisors (Teachers/School Counselors) and Scorer 2 (School Leaders/Superintendents). • If the cell is red, enter numbers from 0-4 with one decimal place (e.g., 3.5). If the cell is gray, do not complete.
Notes	The requirements for these fields are determined by a combination of the data entered in CompleterEnrolled (Column D), SubjectArea (Column E), and EdPrepProgramType (Column F).
Troubleshooting	If the cell is red, ensure numeric entry from 0-4 with one decimal place (e.g., 3.5). If the cell is gray with red bars, ensure the cell is empty.

Student Teacher of Record and Student Teacher of Record (Column AL)	
Requirement	Required for all teacher candidates
Description	Identification of individuals who served as a teacher of record during the 2024-25 academic year

Procedure	• If the cell is red, select Y or N. If the cell is gray, do not complete.
	• Mark "Y" if
	  o Program Completer: This individual served as a teacher of record during the 2024-25 school year.
	  o Enrolled Student: This individual is serving as a teacher of record this semester.
	• Mark "N" if
	  o Program Completer: This individual did **not** serve as a teacher of record during the 2024-25 school year.
	  o Enrolled Student: This individual is not serving as a teacher of record this semester.

Notes	The requirements for these fields are determined by entry in SubjectArea (Column E).
Troubleshooting	If the cell is red, ensure the entry is Y or N and that individual is in a teacher program.

Registered Teacher Apprenticeships (Column AM)	
Requirement	Required for all teacher candidates
Description	Identification of individuals who served, or are serving, as a Registered Teacher Apprentice

Procedure	• If the cell is red, select Y or N. If the cell is gray, do not complete.
	• Mark "Y" if
	  o Program Completer: This individual was enrolled in a Registered Teacher Apprenticeship last year.
	  o Enrolled Student: This individual is currently enrolled in a Registered Teacher Apprenticeship
	• Mark "N" if
	  o Program Completer: This individual was not enrolled in a Registered Teacher Apprenticeship last year.
	  o Enrolled Student: This individual is not currently enrolled in a Registered Teacher Apprenticeship

Notes	• The requirements for these fields are determined by entry in SubjectArea (Column E). • Only count apprenticeships registered with the U.S. Department of Labor.
Troubleshooting	If the cell is red, ensure the entry is Y or N and that individual is in a teacher program.

GPA and Standards Missing Values Check (Columns AN-AO)	
Requirement	NA. This field is generated automatically and requires no institutional input.
Description	Indicates whether GPA and Standards fields have been completed.
Procedure	• If the cell says "COMPLETE," no action necessary. • If the cell says "MISSING," check related fields for missing data. • If the cell says "N/A," not enough data has been submitted to generate requirements for GPA and Standards.

Appendices

Appendix A: Certification Area Codes

TEACHER	
UNDECIDED	0000
AGRICULTURAL EDUCATION 5-9	6777
AGRICULTURAL EDUCATION 9-12	6779
ART K-12	415
BIOLOGY 9-12	24279
BLIND AND LOW VISION B-12	7512
BUSINESS EDUCATION 5-9	4377
BUSINESS EDUCATION 9-12	34379
CHEMISTRY 9-12	24679
CHINESE K-12	1025
DANCE K-12	25
DEAF AND HARD OF HEARING B-12	7212
DRIVER EDUCATION 9-12*	17179
EARLY CHILD SPECIAL EDUCATION B-3	911
EARLY CHILDHOOD EDUCATION B-3	2511
EARTH SCIENCE 9-12	23879
ELEMENTARY EDUCATION 1-6	4776
ENGLISH 9-12	4879
ENGLISH LANGUAGE LEARNERS K-12*	9968085
FAMILY AND CONSUMER SCIENCES K-12	2525
FRENCH K-12	495
GENERAL SCIENCE 5-9	5077
GENERAL SCIENCE 9-12	25079
GERMAN K-12	515
GIFTED EDUCATION K-12*	235
HEALTH K-12	535
HEBREW K-12	295
ITALIAN K-12	305
JAPANESE K-12	245
JOURNALISM 9-12	5679
LANGUAGE ARTS 5-9	1977
LATIN K-12	575
LIBRARY MEDIA SPECIALIST K-12*	2055
MARKETING 9-12	479
MATH SPECIALIST 1-6*	99680276
MATHEMATICS 5-9	5877
MATHEMATICS 9-12	5879
MILD/MOD CROSS CATEGORICAL K-12	1015
MUSIC - INSTRUMENTAL K-12	1555
MUSIC - VOCAL K-12	1695
PHYSICAL EDUCATION K-12	605
PHYSICS 9-12	25979
ROTC 9-12*	3779
RUSSIAN K-12	625
SOCIAL SCIENCE 5-9	16677
SEVERE DEVELOPMENTAL DISABILITIES K-12	85
SOCIAL SCIENCE 9-12	16679
SPANISH K-12	635
SPECIAL READING K-12*	815
SPEECH AND THEATRE 5-9	6577
SPEECH AND THEATRE 9-12	6579
TECHNOLOGY AND ENGINEERING 5-9	25477
TECHNOLOGY AND ENGINEERING 9-12	25479
ADMINISTRATION	
CAREER EDUCATION DIRECTOR 7-12	8000819
SCHOOL LEADER K-12	9968115
SPECIAL EDUCATION ADMINISTRATION K-12	115
SUPERINTENDENT K-12	205
STUDENT SERVICES	
SCHOOL COUNSELOR K-12	795
SCHOOL PSYCH EXAMINER K-12*	785
SCHOOL PSYCHOLOGIST K-12*	105
SPEECH/LANGUAGE PATHOLOGIST B-12*	16412

* Indicates a certification area that is not currently included in APR-EPP calculations

Appendix B: GPA Reporting Requirements by Certification Program

Traditional programs in these areas should report Content GPA AND Pedagogical GPA
K-12 FAMILY AND CONSUMER SCIENCES
K-12 ART
K-12 DANCE
K-12 FRENCH
K-12 CHINESE
K-12 GERMAN
K-12 HEALTH
K-12 HEBREW
K-12 ITALIAN
K-12 JAPANESE
K-12 LATIN
K-12 LIBRARY MEDIA SPECIALIST
K-12 MUSIC - INSTRUMENTAL
K-12 MUSIC - VOCAL
K-12 PHYSICAL EDUCATION
K-12 RUSSIAN
K-12 SPANISH
5-9 AGRICULTURAL EDUCATION
5-9 BUSINESS EDUCATION
5-9 GENERAL SCIENCE
5-9 LANGUAGE ARTS
5-9 MATHEMATICS
5-9 SOCIAL SCIENCE
5-9 SPEECH AND THEATRE
5-9 TECHNOLOGY AND ENGINEERING
9-12 AGRICULTURAL EDUCATION
9-12 BIOLOGY
9-12 BUSINESS EDUCATION
9-12 CHEMISTRY
9-12 EARTH SCIENCE
9-12 ENGLISH
9-12 GENERAL SCIENCE
9-12 JOURNALISM
9-12 MARKETING
9-12 MATHEMATICS
9-12 PHYSICS
9-12 SOCIAL SCIENCE
9-12 SPEECH AND THEATRE
9-12 TECHNOLOGY AND ENGINEERING

These programs should report Pedagogical GPA only.
ALL Non-Traditional (Alternative)

These programs should report Program GPA only.
B-3 EARLY CHILDHOOD EDUCATION
B-3 EARLY CHILDHOOD SPECIAL EDUCATION
B-12 BLIND/PARTIALLY SIGHTED
B-12 DEAF AND HEARING IMPAIRED
B-12 SEVERE DEVELOPMENT DISABLE
K-12 MILD/MODERATE CROSS-CATEGORICAL SPECIAL EDUCATION
K-12 SPECIAL EDUCATION ADMINISTRATION
1-6 ELEMENTARY EDUCATION
K-12 SCHOOL COUNSELOR
7-12 SCHOOL COUNSELOR
K-12 SCHOOL COUNSELOR
K-8 PRINCIPAL
5-9 PRINCIPAL (CANNOT STAND ALONE)
7-12 PRINCIPAL
K-12 SCHOOL LEADER
K-12 SUPERINTENDENT
9-12 DRIVER EDUCATION
K-12 ENGLISH LANGUAGE LEARNERS
K-12 GIFTED EDUCATION
K-12 SCHOOL PSYCHOLOGICAL EXAMINER
K-12 SCHOOL PSYCHOLOGIST
K-12 SPECIAL READING
1-6 MATH SPECIALIST

Appendix C: Calculating Initial Teacher and Advanced Program APR-EPP Scores

DESE makes up to two accreditation recommendations to the State Board, for Initial Teacher Preparation and, if appropriate, Advanced Educator Preparation. The process for calculating Initial Teacher Preparation scores is described in Appendix D.

Scores for Advanced Educator Preparation are based upon combining the scores of two Certification Types, School Counselor (described in Appendix E) and School Leader (described in Appendix F). If an EPP only has School Counselor or School Leader programs, then the score from that existing Certification Type will be used as the Advanced Educator Preparation score.

If an EPP has both School Counselor and School Leader programs, scores from both are combined as follows.

1. School Counselor and School Leader scores are calculated as described in Appendices E and F, respectively.
2. For each Certification Type, a weighted score is generated using the following steps.
    a. The number of Program Completers in the Certification Type is divided by the EPP's total number of Advanced Educator Program Completers to calculate a weight.
    b. Certification Type APR-EPP score is then multiplied by the weight to calculate a weighted score.
3. The Advanced Educator Preparation score is calculated by combining the weighted School Counselor and weighted School Leader scores.

Example:

Institution	**Certification Type**	**Number of Completers**	**Score for Certification Type**	**Weight (Number of Program Completers in Type ÷ Total EPP Program Completers)**	**Weighted Points**
Daniel Boone University	Counselor	66	97.5	0.52	50.7
Daniel Boone University	School Leader	61	90	0.48	43.2
EPP Total		**127**			**93.9**

Appendix D: Calculating Certification Type Score, Teachers

Note: The same calculations are used to calculate scores for Certification Areas, although those will not be used as a basis for an accreditation recommendation.

Teacher Certification Type, Overall Score

Business Logic	A+B+C+D+E+F+G+H+I where • A = points for Standard 1 * .20 • B = points for Standard 2 * .10 • C = points for Standard 3 * .10 • D = points for Standard 4 * .10 • E = points for Standard 5 * .10 • F = points for Standard 6 * .10 • G = points for Standard 7 * .10 • H = points for Standard 8 * .10 • I = points for Standard 9 * .10

Teacher Program Standard 1: Content Knowledge

Description	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Business Logic	((A+B+C+D=E) ÷X) x 100 x Y where • A = points derived from the certification exam • B = points derived from Content GPA • C = points derived from the Missouri Educator Evaluation System (MEES) • D = points derived from First-Year Teacher Survey • E = points derived from First-Year Teacher's Principal Survey Scores • X = total points possible • Y = weighted percentage (.20)
Indicator 1.1: Certification Exam	X÷Y where • X = sum of the highest certification exam scores of all Program Completers • Y = total number of Program Completers Note: APR-EPP scoring guides for certification tests were initially developed based upon the Pearson system in which a passing score is always scaled score of 220. To maintain consistency in calculations, Praxis scores are converted to a 220-based scale for the purposes of the APR-EPP using the following Algebraic equation. $\frac{\text{Candidate High Score}}{\text{State-Approved Cut Score}} = \frac{X}{220}$
Scoring Guide	**Certification Exam** **Average Range** / **Points** **256.0+** / **50.0** **250.0 – 255.9** / **47.5** **244.0 – 249.9** / **45.0** **238.0 – 243.9** / **42.5** **232.0 – 237.9** / **40.0** **226.0 – 231.9** / **37.5** **220.0 – 225.9** / **35.0** **214.0 – 219.9** / **32.5** **208.0 – 215.9** / **30.0**
Indicator 1.2: Content GPA	X÷Y where • X = sum of the Content GPAs of all Program Completers • Y = total number of Program Completers

<table>
<tr><td>Special Notes</td><td>This indicator will not be used for programs that do not report Content GPA (see Appendix B).</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Content Grade Point Average (GPA)</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>3.50+</td><td>20</td></tr>
<tr><td>3.37 – 3.49</td><td>19</td></tr>
<tr><td>3.25 – 3.36</td><td>18</td></tr>
<tr><td>3.12 – 3.24</td><td>17</td></tr>
<tr><td>3.00 – 3.11</td><td>16</td></tr>
<tr><td>2.87 – 2.99</td><td>15</td></tr>
<tr><td>2.75 – 2.86</td><td>14</td></tr>
<tr><td>2.67 – 2.74</td><td>13</td></tr>
<tr><td>2.50 – 2.66</td><td>12</td></tr>
</table>
</td></tr>
<tr><td>Indicator 1.3: MEES</td><td>(X+Y) ÷2 where
X = average of Cooperating Teacher Standard 1 MEES scores of all Program Completers
Y = average of University Supervisor Standard 1 MEES scores of all Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Performance Assessments</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>3.50+</td><td>10</td></tr>
<tr><td>3.25 – 3.49</td><td>9</td></tr>
<tr><td>3.00 – 3.24</td><td>8</td></tr>
<tr><td>2.75 – 2.99</td><td>7</td></tr>
<tr><td>2.50 – 2.74</td><td>6</td></tr>
<tr><td>2.25 – 2.49</td><td>5</td></tr>
<tr><td>2.00 – 2.24</td><td>4</td></tr>
<tr><td>1.75 – 1.99</td><td>3</td></tr>
</table>
</td></tr>
<tr><td>Indicator 1.4: First-Year Teacher Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Standard 1 score (calculated using all First-Year Teacher’s Survey items associated with Standard 1; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">First-Year Teacher Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.25+</td><td>5.00</td></tr>
<tr><td>4.00 – 4.24</td><td>4.75</td></tr>
<tr><td>3.75 – 3.99</td><td>4.50</td></tr>
<tr><td>3.50 – 3.74</td><td>4.25</td></tr>
<tr><td>3.25 – 3.49</td><td>4.00</td></tr>
<tr><td>3.00 – 3.24</td><td>3.75</td></tr>
<tr><td>2.75 – 2.99</td><td>3.00</td></tr>
</table>
</td></tr>
<tr><td>Indicator 1.5: First-Year Teacher’s Principal Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Standard 1 scores (calculated using all First-Year Teacher’s Principal Survey items associated with Standard 1; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
</table>

Scoring Guide	

First-Year Teacher's Principal Survey	
Average Range	**Points**
4.25+	**5.00**
4.00 – 4.24	**4.75**
3.75 – 3.99	**4.50**
3.50 – 3.74	**4.25**
3.25 – 3.49	**4.00**
3.00 – 3.24	**3.75**
2.75 – 2.99	**3.00**

Teacher Program Standard 2: Student Learning and Development

Description	The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
Business Logic	((B+C+D=E) ÷X) x 100 x Y where • B = points derived from Pedagogical or Program GPA • C = points derived from the Missouri Educator Evaluation System (MEES) • D = points derived from First-Year Teacher Survey • E = points derived from First-Year Teacher's Principal Survey • X = total points possible • Y = weighted percentage (.10)
Indicator 2.1: Pedagogical or Program GPA	X÷Y where • X = sum of the Pedagogical or Program GPAs of all Program Completers • Y = total number of Program Completers
Special Notes	See Appendix B for list of programs that report Pedagogical GPA and Program GPA
Scoring Guide	

Pedagogical or Program Grade Point Average (GPA)	
Average Range	**Points**
3.50+	**10.0**
3.37 – 3.49	**9.5**
3.25 – 3.36	**9.0**
3.12 – 3.24	**8.5**
3.00 – 3.11	**8.0**
2.87 – 2.99	**7.5**
2.75 – 2.86	**7.0**
2.67 – 2.74	**6.5**
2.50 – 2.66	**6.0**

Indicator 2.2: MEES	(X+Y) ÷2 where • X = average of Cooperating Teacher Standard 2 MEES scores of all Program Completers • Y = average of University Supervisor Standard 2 MEES scores of all Program Completers
Scoring Guide	

Performance Assessments	
Average Range	**Points**
3.50+	**10**
3.25 – 3.49	**9**
3.00 – 3.24	**8**
2.75 – 2.99	**7**
2.50 – 2.74	**6**
2.25 – 2.49	**5**
2.00 – 2.24	**4**
1.75 – 1.99	**3**

<table>
<tr><td>Indicator 2.3: First-Year Teacher Survey</td><td>X÷Y where
X = sum of all Program Completers' mean Standard 2 score (calculated using all First-Year Teacher's Survey items associated with Standard 2; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.25+</td><td>5.00</td></tr><tr><td>4.00 – 4.24</td><td>4.75</td></tr><tr><td>3.75 – 3.99</td><td>4.50</td></tr><tr><td>3.50 – 3.74</td><td>4.25</td></tr><tr><td>3.25 – 3.49</td><td>4.00</td></tr><tr><td>3.00 – 3.24</td><td>3.75</td></tr><tr><td>2.75 – 2.99</td><td>3.00</td></tr></table></td></tr>
<tr><td>Indicator 2.4: First-Year Teacher's Principal Survey</td><td>X÷Y where
X = sum of all Program Completers' mean Standard 2 score (calculated using all First-Year Teacher's Principal Survey items associated with Standard 2; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Teacher's Principal Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.25+</td><td>5.00</td></tr><tr><td>4.00 – 4.24</td><td>4.75</td></tr><tr><td>3.75 – 3.99</td><td>4.50</td></tr><tr><td>3.50 – 3.74</td><td>4.25</td></tr><tr><td>3.25 – 3.49</td><td>4.00</td></tr><tr><td>3.00 – 3.24</td><td>3.75</td></tr><tr><td>2.75 – 2.99</td><td>3.00</td></tr></table></td></tr>
</table>

Teacher Program Standard 3: Curriculum Implementation

<table>
<tr><td>Description</td><td>The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.</td></tr>
<tr><td>Business Logic</td><td>((B+C+D=E) ÷X) x 100 x Y where
B = points derived from Pedagogical or Program GPA
C = points derived from the Missouri Educator Evaluation System (MEES)
D = points derived from First-Year Teacher Survey
E = points derived from First-Year Teacher's Principal Survey Scores
X = total points possible
Y = weighted percentage (.10)</td></tr>
<tr><td>Indicator 3.1: Pedagogical or Program GPA</td><td>X÷Y where
X = sum of the Pedagogical or Program GPAs of all Program Completers
Y = total number of Program Completers</td></tr>
<tr><td>Special Notes</td><td>See Appendix B for list of programs that report Pedagogical GPA and Program GPA</td></tr>
</table>

<table>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Pedagogical or Program Grade Point Average (GPA)</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>3.50+</td><td>10.0</td></tr>
<tr><td>3.37 – 3.49</td><td>9.5</td></tr>
<tr><td>3.25 – 3.36</td><td>9.0</td></tr>
<tr><td>3.12 – 3.24</td><td>8.5</td></tr>
<tr><td>3.00 – 3.11</td><td>8.0</td></tr>
<tr><td>2.87 – 2.99</td><td>7.5</td></tr>
<tr><td>2.75 – 2.86</td><td>7.0</td></tr>
<tr><td>2.67 – 2.74</td><td>6.5</td></tr>
<tr><td>2.50 – 2.66</td><td>6.0</td></tr>
</table>
</td></tr>
<tr><td>Indicator 3.2: MEES</td><td>(X+Y) ÷2 where
X = average of Cooperating Teacher Standard 3 MEES scores of all Program Completers
Y = average of University Supervisor Standard 3 MEES scores of all Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Performance Assessments</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
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<tr><td>2.00 – 2.24</td><td>4</td></tr>
<tr><td>1.75 – 1.99</td><td>3</td></tr>
</table>
</td></tr>
<tr><td>Indicator 3.3: First-Year Teacher Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Standard 3 score (calculated using all First-Year Teacher’s Survey items associated with Standard 3; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">First-Year Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.25+</td><td>5.00</td></tr>
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<tr><td>3.75 – 3.99</td><td>4.50</td></tr>
<tr><td>3.50 – 3.74</td><td>4.25</td></tr>
<tr><td>3.25 – 3.49</td><td>4.00</td></tr>
<tr><td>3.00 – 3.24</td><td>3.75</td></tr>
<tr><td>2.75 – 2.99</td><td>3.00</td></tr>
</table>
</td></tr>
<tr><td>Indicator 3.4: First-Year Teacher’s Principal Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Standard 3 score (calculated using all First-Year Teacher’s Principal Survey items associated with Standard 3; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
</table>

Scoring Guide	

First-Year Teacher's Principal Survey	
Average Range	**Points**
4.25+	**5.00**
4.00 – 4.24	**4.75**
3.75 – 3.99	**4.50**
3.50 – 3.74	**4.25**
3.25 – 3.49	**4.00**
3.00 – 3.24	**3.75**
2.75 – 2.99	**3.00**

Teacher Program Standard 4: Critical Thinking

Description	The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.
Business Logic	((B+C+D=E) ÷X) x 100 x Y where • B = points derived from Pedagogical or Program GPA • C = points derived from the Missouri Educator Evaluation System (MEES) • D = points derived from First-Year Teacher Survey • E = points derived from First-Year Teacher's Principal Survey Scores • X = total points possible • Y = weighted percentage (.10)
Indicator 4.1: Pedagogical or Program GPA	X÷Y where • X = sum of the Pedagogical or Program GPAs of all Program Completers • Y = total number of Program Completers
Special Notes	See Appendix B for list of programs that report Pedagogical GPA and Program GPA
Scoring Guide	

Pedagogical or Program Grade Point Average (GPA)	
Average Range	**Points**
3.50+	**10.0**
3.37 – 3.49	**9.5**
3.25 – 3.36	**9.0**
3.12 – 3.24	**8.5**
3.00 – 3.11	**8**
2.87 – 2.99	**7.5**
2.75 – 2.86	**7**

Indicator 4.2: MEES	(X+Y) ÷2 where • X = average of Cooperating Teacher Standard 4 MEES scores of all Program Completers • Y = average of University Supervisor Standard 4 MEES scores of all Program Completers
Scoring Guide	

Pedagogical or Program Grade Point Average (GPA)	
Average Range	**Points**
3.50+	**10.0**
3.37 – 3.49	**9.5**
3.25 – 3.36	**9.0**
3.12 – 3.24	**8.5**
3.00 – 3.11	**8.0**
2.87 – 2.99	**7.5**
2.75 – 2.86	**7.0**
2.67 – 2.74	**6.5**
2.50 – 2.66	**6.0**

<table>
<tr><td>Indicator 4.3: First-Year Teacher Survey</td><td>X÷Y where
X = sum of all Program Completers' mean Standard 4 score (calculated using all First-Year Teacher's Survey items associated with Standard 4; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.25+</td><td>5.00</td></tr><tr><td>4.00 – 4.24</td><td>4.75</td></tr><tr><td>3.75 – 3.99</td><td>4.50</td></tr><tr><td>3.50 – 3.74</td><td>4.25</td></tr><tr><td>3.25 – 3.49</td><td>4.00</td></tr><tr><td>3.00 – 3.24</td><td>3.75</td></tr><tr><td>2.75 – 2.99</td><td>3.00</td></tr></table></td></tr>
<tr><td>Indicator 4.4: First-Year Teacher's Principal Survey</td><td>X÷Y where
X = sum of all Program Completers' mean Standard 4 score (calculated using all First-Year Teacher's Principal Survey items associated with Standard 4; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Teacher's Principal Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.25+</td><td>5.00</td></tr><tr><td>4.00 – 4.24</td><td>4.75</td></tr><tr><td>3.75 – 3.99</td><td>4.50</td></tr><tr><td>3.50 – 3.74</td><td>4.25</td></tr><tr><td>3.25 – 3.49</td><td>4.00</td></tr><tr><td>3.00 – 3.24</td><td>3.75</td></tr><tr><td>2.75 – 2.99</td><td>3.00</td></tr></table></td></tr>
</table>

Teacher Program Standard 5: Classroom Environment

Description	The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
Business Logic	((B+C+D=E) ÷X) x 100 x Y where • B = points derived from Pedagogical or Program GPA • C = points derived from the Missouri Educator Evaluation System (MEES) • D = points derived from First-Year Teacher Survey • E = points derived from First-Year Teacher's Principal Survey Scores • X = total points possible • Y = weighted percentage (.10)
Indicator 5.1: Pedagogical or Program GPA	X÷Y where • X = sum of the Pedagogical or Program GPAs of all Program Completers • Y = total number of Program Completers
Special Notes	See Appendix B for list of programs that report Pedagogical GPA and Program GPA

<table>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Pedagogical or Program Grade Point Average (GPA)</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>3.50+</td><td>10.0</td></tr>
<tr><td>3.37 – 3.49</td><td>9.5</td></tr>
<tr><td>3.25 – 3.36</td><td>9.0</td></tr>
<tr><td>3.12 – 3.24</td><td>8.5</td></tr>
<tr><td>3.00 – 3.11</td><td>8.0</td></tr>
<tr><td>2.87 – 2.99</td><td>7.5</td></tr>
<tr><td>2.75 – 2.86</td><td>7.0</td></tr>
<tr><td>2.67 – 2.74</td><td>6.5</td></tr>
<tr><td>2.50 – 2.66</td><td>6.0</td></tr>
</table>
</td></tr>
<tr><td>Indicator 5.2: MEES</td><td>(X+Y) ÷2 where
X = average of Cooperating Teacher Standard 5 MEES scores of all Program Completers
Y = average of University Supervisor Standard 5 MEES scores of all Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Performance Assessments</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>3.50+</td><td>10</td></tr>
<tr><td>3.25 – 3.49</td><td>9</td></tr>
<tr><td>3.00 – 3.24</td><td>8</td></tr>
<tr><td>2.75 – 2.99</td><td>7</td></tr>
<tr><td>2.50 – 2.74</td><td>6</td></tr>
<tr><td>2.25 – 2.49</td><td>5</td></tr>
<tr><td>2.00 – 2.24</td><td>4</td></tr>
<tr><td>1.75 – 1.99</td><td>3</td></tr>
</table>
</td></tr>
<tr><td>Indicator 5.3: First-Year Teacher Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Standard 5 score (calculated using all First-Year Teacher’s Survey items associated with Standard 5; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">First-Year Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.25+</td><td>5.00</td></tr>
<tr><td>4.00 – 4.24</td><td>4.75</td></tr>
<tr><td>3.75 – 3.99</td><td>4.50</td></tr>
<tr><td>3.50 – 3.74</td><td>4.25</td></tr>
<tr><td>3.25 – 3.49</td><td>4.00</td></tr>
<tr><td>3.00 – 3.24</td><td>3.75</td></tr>
<tr><td>2.75 – 2.99</td><td>3.00</td></tr>
</table>
</td></tr>
<tr><td>Indicator 5.4: First-Year Teacher’s Principal Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Standard 5 score (calculated using all First-Year Teacher’s Principal Survey items associated with Standard 5; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
</table>

Scoring Guide	

First-Year Teacher's Principal Survey	
Average Range	**Points**
4.25+	**5.00**
4.00 – 4.24	**4.75**
3.75 – 3.99	**4.50**
3.50 – 3.74	**4.25**
3.25 – 3.49	**4.00**
3.00 – 3.24	**3.75**
2.75 – 2.99	**3.00**

Teacher Program Standard 6: Effective Communication

Description	The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.
Business Logic	((B+C+D=E) ÷X) x 100 x Y where • B = points derived from Pedagogical or Program GPA • C = points derived from the Missouri Educator Evaluation System (MEES) • D = points derived from First-Year Teacher Survey • E = points derived from First-Year Teacher's Principal Survey Scores • X = total points possible • Y = weighted percentage (.10)
Indicator 6.1: Pedagogical or Program GPA	X÷Y where • X = sum of the Pedagogical or Program GPAs of all Program Completers • Y = total number of Program Completers
Special Notes	See Appendix B for list of programs that report Pedagogical GPA and Program GPA
Scoring Guide	

Pedagogical or Program Grade Point Average (GPA)	
Average Range	**Points**
3.50+	**10.0**
3.37 – 3.49	**9.5**
3.25 – 3.36	**9.0**
3.12 – 3.24	**8.5**
3.00 – 3.11	**8.0**
2.87 – 2.99	**7.5**
2.75 – 2.86	**7.0**
2.67 – 2.74	**6.5**
2.50 – 2.66	**6.0**

Indicator 6.2: MEES	(X+Y) ÷2 where • X = average of Cooperating Teacher Standard 6 MEES scores of all Program Completers • Y = average of University Supervisor Standard 6 MEES scores of all Program Completers
Scoring Guide	

Performance Assessments	
Average Range	**Points**
3.50+	**10**
3.25 – 3.49	**9**
3.00 – 3.24	**8**
2.75 – 2.99	**7**
2.50 – 2.74	**6**
2.25 – 2.49	**5**
2.00 – 2.24	**4**
1.75 – 1.99	**3**

<table>
<tr><td>Indicator 6.3: First-Year Teacher Survey</td><td>X÷Y where
X = sum of all Program Completers' mean Standard 6 score (calculated using all First-Year Teacher's Survey items associated with Standard 6; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.25+</td><td>5.00</td></tr><tr><td>4.00 – 4.24</td><td>4.75</td></tr><tr><td>3.75 – 3.99</td><td>4.50</td></tr><tr><td>3.50 – 3.74</td><td>4.25</td></tr><tr><td>3.25 – 3.49</td><td>4.00</td></tr><tr><td>3.00 – 3.24</td><td>3.75</td></tr><tr><td>2.75 – 2.99</td><td>3.00</td></tr></table></td></tr>
<tr><td>Indicator 6.4: First-Year Teacher's Principal Survey</td><td>X÷Y where
X = sum of all Program Completers' mean Standard 6 score (calculated using all First-Year Teacher's Principal Survey items associated with Standard 6; see Survey Technical Manual for associated items)
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</table>

Teacher Program Standard 7: Assessment and Data Analysis

<table>
<tr><td>Description</td><td>The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress.</td></tr>
<tr><td>Business Logic</td><td>((B+C+D=E) ÷X) x 100 x Y where
B = points derived from Pedagogical or Program GPA
C = points derived from the Missouri Educator Evaluation System (MEES)
D = points derived from First-Year Teacher Survey
E = points derived from First-Year Teacher's Principal Survey Scores
X = total points possible
Y = weighted percentage (.10)</td></tr>
<tr><td>Indicator 7.1: Pedagogical or Program GPA</td><td>X÷Y where
X = sum of the Pedagogical or Program GPAs of all Program Completers
Y = total number of Program Completers</td></tr>
<tr><td>Special Notes</td><td>See Appendix B for list of programs that report Pedagogical GPA and Program GPA</td></tr>
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<tr><th colspan="2">Pedagogical or Program Grade Point Average (GPA)</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
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<tr><td>3.00 – 3.11</td><td>8.0</td></tr>
<tr><td>2.87 – 2.99</td><td>7.5</td></tr>
<tr><td>2.75 – 2.86</td><td>7.0</td></tr>
<tr><td>2.67 – 2.74</td><td>6.5</td></tr>
<tr><td>2.50 – 2.66</td><td>6.0</td></tr>
</table>
</td></tr>
<tr><td>Indicator 7.2: MEES</td><td>(X+Y) ÷ 2 where
X = average of Cooperating Teacher Standard 7 MEES scores of all Program Completers
Y = average of University Supervisor Standard 7 MEES scores of all Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Performance Assessments</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>3.50+</td><td>10</td></tr>
<tr><td>3.25 – 3.49</td><td>9</td></tr>
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<tr><td>2.00 – 2.24</td><td>4</td></tr>
<tr><td>1.75 – 1.99</td><td>3</td></tr>
</table>
</td></tr>
<tr><td>Indicator 7.3: First-Year Teacher Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Standard 7 score (calculated using all First-Year Teacher’s Survey items associated with Standard 7; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">First-Year Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.25+</td><td>5.00</td></tr>
<tr><td>4.00 – 4.24</td><td>4.75</td></tr>
<tr><td>3.75 – 3.99</td><td>4.50</td></tr>
<tr><td>3.50 – 3.74</td><td>4.25</td></tr>
<tr><td>3.25 – 3.49</td><td>4.00</td></tr>
<tr><td>3.00 – 3.24</td><td>3.75</td></tr>
<tr><td>2.75 – 2.99</td><td>3.00</td></tr>
</table>
</td></tr>
</table>

Indicator 7.4: First-Year Teacher's Principal Survey	X÷Y where • X = sum of all Program Completers' mean Standard 7 score (calculated using all First-Year Teacher's Principal Survey items associated with Standard 7; see Survey Technical Manual for associated items) • Y = total number of Program Completers
Scoring Guide	

First-Year Teacher's Principal Survey	
Average Range	**Points**
4.25+	**5.00**
4.00 – 4.24	**4.75**
3.75 – 3.99	**4.50**
3.50 – 3.74	**4.25**
3.25 – 3.49	**4.00**
3.00 – 3.24	**3.75**
2.75 – 2.99	**3.00**

Teacher Program Standard 8: Professionalism

Description	The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
Business Logic	((B+C+D=E) ÷X) x 100 x Y where • B = points derived from Pedagogical or Program GPA • C = points derived from the Missouri Educator Evaluation System (MEES) • D = points derived from First-Year Teacher Survey • E = points derived from First-Year Teacher's Principal Survey Scores • X = total points possible • Y = weighted percentage (.10)
Indicator 8.1: Pedagogical or Program GPA	X÷Y where • X = sum of the Pedagogical or Program GPAs of all Program Completers • Y = total number of Program Completers
Special Notes	See Appendix B for list of programs that report Pedagogical GPA and Program GPA
Scoring Guide	

Pedagogical or Program Grade Point Average (GPA)	
Average Range	**Points**
3.50+	**10.0**
3.37 – 3.49	**9.5**
3.25 – 3.36	**9.0**
3.12 – 3.24	**8.5**
3.00 – 3.11	**8**
2.87 – 2.99	**7.5**
2.75 – 2.86	**7**

<table>
<tr><td>Indicator 8.2: MEES</td><td>(X+Y) ÷2 where
X = average of Cooperating Teacher Standard 8 MEES scores of all Program Completers
Y = average of University Supervisor Standard 8 MEES scores of all Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Performance Assessments</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>3.50+</td><td>10</td></tr><tr><td>3.25 – 3.49</td><td>9</td></tr><tr><td>3.00 – 3.24</td><td>8</td></tr><tr><td>2.75 – 2.99</td><td>7</td></tr><tr><td>2.50 – 2.74</td><td>6</td></tr><tr><td>2.25 – 2.49</td><td>5</td></tr><tr><td>2.00 – 2.24</td><td>4</td></tr><tr><td>1.75 – 1.99</td><td>3</td></tr></table></td></tr>
<tr><td>Indicator 8.3: First-Year Teacher Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Standard 8 score (calculated using all First-Year Teacher’s Survey items associated with Standard 8; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.25+</td><td>5.00</td></tr><tr><td>4.00 – 4.24</td><td>4.75</td></tr><tr><td>3.75 – 3.99</td><td>4.50</td></tr><tr><td>3.50 – 3.74</td><td>4.25</td></tr><tr><td>3.25 – 3.49</td><td>4.00</td></tr><tr><td>3.00 – 3.24</td><td>3.75</td></tr><tr><td>2.75 – 2.99</td><td>3.00</td></tr></table></td></tr>
<tr><td>Indicator 8.4: First-Year Teacher’s Principal Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Standard 8 score (calculated using all First-Year Teacher’s Principal Survey items associated with Standard 8; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Teacher’s Principal Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.25+</td><td>5.00</td></tr><tr><td>4.00 – 4.24</td><td>4.75</td></tr><tr><td>3.75 – 3.99</td><td>4.50</td></tr><tr><td>3.50 – 3.74</td><td>4.25</td></tr><tr><td>3.25 – 3.49</td><td>4.00</td></tr><tr><td>3.00 – 3.24</td><td>3.75</td></tr><tr><td>2.75 – 2.99</td><td>3.00</td></tr></table></td></tr>
</table>

Teacher Program Standard 9: Professional Collaboration

<table>
<tr><td>Description</td><td>The teacher has effective working relationships with students, parents, school colleagues, and community members.</td></tr>
<tr><td>Business Logic</td><td>((B+C+D=E) ÷X) x 100 x Y where
B = points derived from Pedagogical or Program GPA
C = points derived from the Missouri Educator Evaluation System (MEES)
D = points derived from First-Year Teacher Survey
E = points derived from First-Year Teacher's Principal Survey Scores
X = total points possible
Y = weighted percentage (.10)</td></tr>
<tr><td>Indicator 9.1: Pedagogical or Program GPA</td><td>X÷Y where
X = sum of the Pedagogical or Program GPAs of all Program Completers
Y = total number of Program Completers</td></tr>
<tr><td>Special Notes</td><td>See Appendix B for list of programs that report Pedagogical GPA and Program GPA</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Pedagogical or Program Grade Point Average (GPA)</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>3.50+</td><td>10.0</td></tr><tr><td>3.37 – 3.49</td><td>9.5</td></tr><tr><td>3.25 – 3.36</td><td>9.0</td></tr><tr><td>3.12 – 3.24</td><td>8.5</td></tr><tr><td>3.00 – 3.11</td><td>8.0</td></tr><tr><td>2.87 – 2.99</td><td>7.5</td></tr><tr><td>2.75 – 2.86</td><td>7.0</td></tr><tr><td>2.67 – 2.74</td><td>6.5</td></tr><tr><td>2.50 – 2.66</td><td>6.0</td></tr></table></td></tr>
<tr><td>Indicator 9.2: MEES</td><td>(X+Y) ÷2 where
X = average of Cooperating Teacher Standard 9 MEES scores of all Program Completers
Y = average of University Supervisor Standard 9 MEES scores of all Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Performance Assessments</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>3.50+</td><td>10</td></tr><tr><td>3.25 – 3.49</td><td>9</td></tr><tr><td>3.00 – 3.24</td><td>8</td></tr><tr><td>2.75 – 2.99</td><td>7</td></tr><tr><td>2.50 – 2.74</td><td>6</td></tr><tr><td>2.25 – 2.49</td><td>5</td></tr><tr><td>2.00 – 2.24</td><td>4</td></tr><tr><td>1.75 – 1.99</td><td>3</td></tr></table></td></tr>
<tr><td>Indicator 9.3: First-Year Teacher Survey</td><td>X÷Y where
X = sum of all Program Completers' mean Standard 9 score (calculated using all First-Year Teacher's Survey items associated with Standard 9; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
</table>

<table>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">First-Year Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.25+</td><td>5.00</td></tr>
<tr><td>4.00 – 4.24</td><td>4.75</td></tr>
<tr><td>3.75 – 3.99</td><td>4.50</td></tr>
<tr><td>3.50 – 3.74</td><td>4.25</td></tr>
<tr><td>3.25 – 3.49</td><td>4.00</td></tr>
<tr><td>3.00 – 3.24</td><td>3.75</td></tr>
<tr><td>2.75 – 2.99</td><td>3.00</td></tr>
</table>
</td></tr>
<tr><td>Indicator 9.4: First-Year Teacher’s Principal Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Standard 9 score (calculated using all First-Year Teacher’s Principal Survey items associated with Standard 9; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
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<tr><th colspan="2">First-Year Teacher’s Principal Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.25+</td><td>5.00</td></tr>
<tr><td>4.00 – 4.24</td><td>4.75</td></tr>
<tr><td>3.75 – 3.99</td><td>4.50</td></tr>
<tr><td>3.50 – 3.74</td><td>4.25</td></tr>
<tr><td>3.25 – 3.49</td><td>4.00</td></tr>
<tr><td>3.00 – 3.24</td><td>3.75</td></tr>
<tr><td>2.75 – 2.99</td><td>3.00</td></tr>
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Appendix E: Calculating Certification Type Score, School Counselors

Note: The same calculations will be used to calculate scores for Certification Areas, although those will not be used as a basis for an accreditation recommendation.

School Counselor Program Type, Overall Score

Business Logic	A+B+C+D+E where • A = points for Standard 1 * .20 • B = points for Standard 2 * .20 • C = points for Standard 3 * .20 • D = points for Standard 4 * .20 • E = points for Standard 5 * .20

School Counselor Program Type Standard 1: Student Development

Description	The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, personal/social, and career development.
Business Logic	((A+B+C+D=E) ÷X) x 100 x Y where • A = points derived from the certification exam • B = points derived from Program GPA • C = points derived from the performance assessment for School Counselors • D = points derived from First-Year Counselor Survey • E = points derived from First-Year Counselor's Supervisor Survey Scores • X = total points possible • Y = weighted percentage (.20)
Indicator 1.1: Certification Exam	X÷Y where • X = sum of the highest certification exam scores of all Program Completers • Y = total number of Program Completers Note: APR-EPP scoring guides for certification tests were initially developed based upon the Pearson system in which a passing score is always scaled score of 220. To maintain consistency in calculations, Praxis scores are converted to a 220-based scale for the purposes of the APR-EPP using the following Algebraic equation. $\frac{\text{Candidate High Score}}{\text{State-Approved Cut Score}} = \frac{X}{220}$
Scoring Guide	

Certification Exam	
Average Range	**Points**
250.0 +	**10.0**
245.0 – 249.9	**9.5**
240.0 – 244.9	**9.0**
235.0 – 239.9	**8.5**
230.0 – 234.9	**8.0**
225.0 – 229.9	**7.5**
220.0 – 224.9	**7.0**
214.0 – 219.9	**6.5**
208.0 – 215.9	**6.0**

<table>
<tr><td>Indicator 1.2: Program GPA</td><td>X÷Y where
X = sum of the Program GPAs of all Program Completers
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Grade Point Average (GPA)</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>3.60 +</td><td>10.0</td></tr><tr><td>3.40 – 3.59</td><td>9.5</td></tr><tr><td>3.20 – 3.39</td><td>9.0</td></tr><tr><td>3.00 – 3.19</td><td>8.5</td></tr><tr><td>2.75 – 2.99</td><td>8.0</td></tr></table></td></tr>
<tr><td>Indicator 1.3: Performance Assessment</td><td>(X+Y) ÷2 where
X = average of Site Supervisor Standard 1 MEES scores of all Program Completers
Y = average of University Supervisor Standard 1 MEES scores of all Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Performance Assessments</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>2.50 +</td><td>10.0</td></tr><tr><td>2.25 – 2.49</td><td>9.0</td></tr><tr><td>2.00 – 2.24</td><td>8.0</td></tr><tr><td>1.75 – 1.99</td><td>7.0</td></tr><tr><td>1.50 – 1.74</td><td>6.0</td></tr><tr><td>1.25 – 1.49</td><td>5.0</td></tr><tr><td>1.00 – 1.24</td><td>4.0</td></tr><tr><td>0.00 – 0.99</td><td>0.0</td></tr></table></td></tr>
<tr><td>Indicator 1.4: First-Year Counselor Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Standard 1 score (calculated using all First-Year Counselor’s Survey items associated with Standard 1; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.0 – 5.0</td><td>5</td></tr><tr><td>3.0 – 3.9</td><td>4</td></tr><tr><td>2.0 – 2.9</td><td>3</td></tr><tr><td>0.0 – 1.9</td><td>0</td></tr></table></td></tr>
<tr><td>Indicator 1.5: First-Year Counselor’s Supervisor Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Standard 1 score (calculated using all First-Year Counselor’s Supervisor Survey items associated with Standard 1; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.0 – 5.0</td><td>5</td></tr><tr><td>3.0 – 3.9</td><td>4</td></tr><tr><td>2.0 – 2.9</td><td>3</td></tr><tr><td>0.0 – 1.9</td><td>0</td></tr></table></td></tr>
</table>

School Counselor Program Standard 2: Program Implementation

<table>
<tr><td>Description</td><td>The school counselor collaborates with school and community members to plan, design, implement, evaluate, and enhance the school and districtwide comprehensive school counseling program to advance the academic, personal/social, and career development of all students.</td></tr>
<tr><td>Business Logic</td><td>((A+B+C+D=E) ÷X) x 100 x Y where
A = points derived from the certification exam
B = points derived from Program GPA
C = points derived from the performance assessment for School Counselors
D = points derived from First-Year Counselor Survey
E = points derived from First-Year Counselor's Supervisor Survey Scores
X = total points possible
Y = weighted percentage (.20)</td></tr>
<tr><td>Indicator 2.1: Certification Exam</td><td>X÷Y where
X = sum of the highest certification exam scores of all Program Completers
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Certification Exam</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>250.0 +</td><td>10.0</td></tr><tr><td>245.0 – 249.9</td><td>9.5</td></tr><tr><td>240.0 – 244.9</td><td>9.0</td></tr><tr><td>235.0 – 239.9</td><td>8.5</td></tr><tr><td>230.0 – 234.9</td><td>8.0</td></tr><tr><td>225.0 – 229.9</td><td>7.5</td></tr><tr><td>220.0 – 224.9</td><td>7.0</td></tr><tr><td>214.0 – 219.9</td><td>6.5</td></tr><tr><td>208.0 – 215.9</td><td>6.0</td></tr></table></td></tr>
<tr><td>Indicator 2.2: Program GPA</td><td>X÷Y where
X = sum of the Program GPAs of all Program Completers
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Grade Point Average (GPA)</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>3.60 +</td><td>10.0</td></tr><tr><td>3.40 – 3.59</td><td>9.5</td></tr><tr><td>3.20 – 3.39</td><td>9.0</td></tr><tr><td>3.00 – 3.19</td><td>8.5</td></tr><tr><td>2.75 – 2.99</td><td>8.0</td></tr></table></td></tr>
<tr><td>Indicator 2.3: Performance Assessment</td><td>(X+Y) ÷2 where
X = average of Site Supervisor Standard 2 MEES scores of all Program Completers
Y = average of University Supervisor Standard 2 MEES scores of all Program Completers</td></tr>
</table>

<table>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Performance Assessments</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>2.50 +</td><td>10</td></tr>
<tr><td>2.25 – 2.49</td><td>9</td></tr>
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<tr><td>1.75 – 1.99</td><td>7</td></tr>
<tr><td>1.50 – 1.74</td><td>6</td></tr>
<tr><td>1.25 – 1.49</td><td>5</td></tr>
<tr><td>1.00 – 1.24</td><td>4</td></tr>
<tr><td>0.00 – 0.99</td><td>0</td></tr>
</table>
</td></tr>
<tr><td>Indicator 2.4: First-Year Counselor Survey</td><td>X÷Y where
X = sum of all Program Completers' mean Standard 2 score (calculated using all First-Year Counselor's Survey items associated with Standard 2; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">First-Year Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.0 – 5.0</td><td>5</td></tr>
<tr><td>3.0 – 3.9</td><td>4</td></tr>
<tr><td>2.0 – 2.9</td><td>3</td></tr>
<tr><td>0.0 – 1.9</td><td>0</td></tr>
</table>
</td></tr>
<tr><td>Indicator 2.5: First-Year Counselor's Supervisor Survey</td><td>X÷Y where
X = sum of all Program Completers' mean Standard 2 score (calculated using all First-Year Counselor's Supervisor Survey items associated with Standard 2; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">First-Year Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.0 – 5.0</td><td>5</td></tr>
<tr><td>3.0 – 3.9</td><td>4</td></tr>
<tr><td>2.0 – 2.9</td><td>3</td></tr>
<tr><td>0.0 – 1.9</td><td>0</td></tr>
</table>
</td></tr>
</table>

School Counselor Program Standard 3: Professional Relationships

Description	The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive school counseling program as well as the overall mission and improvement plans of the school district.
Business Logic	((A+B+C+D=E) ÷X) x 100 x Y where - A = points derived from the certification exam - B = points derived from Program GPA - C = points derived from the performance assessment for School Counselors - D = points derived from First-Year Counselor Survey - E = points derived from First-Year Counselor's Supervisor Survey Scores - X = total points possible - Y = weighted percentage (.20)
Indicator 3.1: Certification Exam	X÷Y where X = sum of the highest certification exam scores of all Program Completers

<table>
<tr><td></td><td>• Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Certification Exam</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>250.0 +</td><td>10.0</td></tr>
<tr><td>245.0 – 249.9</td><td>9.5</td></tr>
<tr><td>240.0 – 244.9</td><td>9.0</td></tr>
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<tr><td>230.0 – 234.9</td><td>8.0</td></tr>
<tr><td>225.0 – 229.9</td><td>7.5</td></tr>
<tr><td>220.0 – 224.9</td><td>7.0</td></tr>
<tr><td>214.0 – 219.9</td><td>6.5</td></tr>
<tr><td>208.0 – 215.9</td><td>6.0</td></tr>
</table>
</td></tr>
<tr><td>Indicator 3.2: Program GPA</td><td>X÷Y where
• X = sum of the Program GPAs of all Program Completers
• Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Grade Point Average (GPA)</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>3.60 +</td><td>10</td></tr>
<tr><td>3.40 – 3.59</td><td>9.5</td></tr>
<tr><td>3.20 – 3.39</td><td>9</td></tr>
<tr><td>3.00 – 3.19</td><td>8.5</td></tr>
<tr><td>2.75 – 2.99</td><td>8</td></tr>
</table>
</td></tr>
<tr><td>Indicator 3.3: Performance Assessment</td><td>(X+Y) ÷2 where
• X = average of Site Supervisor Standard 3 MEES scores of all Program Completers
• Y = average of University Supervisor Standard 3 MEES scores of all Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Performance Assessments</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>2.50 +</td><td>10</td></tr>
<tr><td>2.25 – 2.49</td><td>9</td></tr>
<tr><td>2.00 – 2.24</td><td>8</td></tr>
<tr><td>1.75 – 1.99</td><td>7</td></tr>
<tr><td>1.50 – 1.74</td><td>6</td></tr>
<tr><td>1.25 – 1.49</td><td>5</td></tr>
<tr><td>1.00 – 1.24</td><td>4</td></tr>
<tr><td>0.00 – 0.99</td><td>0</td></tr>
</table>
</td></tr>
<tr><td>Indicator 3.4: First-Year Counselor Survey</td><td>X÷Y where
• X = sum of all Program Completers’ mean Standard 3 score (calculated using all First-Year Counselor’s Survey items associated with Standard 3; see Survey Technical Manual for associated items)
• Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">First-Year Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.0 – 5.0</td><td>5</td></tr>
<tr><td>3.0 – 3.9</td><td>4</td></tr>
<tr><td>2.0 – 2.9</td><td>3</td></tr>
<tr><td>0.0 – 1.9</td><td>0</td></tr>
</table>
</td></tr>
</table>

Indicator 3.5: First-Year Counselor's Supervisor Survey	X÷Y where • X = sum of all Program Completers' mean Standard 3 score (calculated using all First-Year Counselor's Supervisor Survey items associated with Standard 3; see Survey Technical Manual for associated items) • Y = total number of Program Completers
Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	**5**
3.0 – 3.9	**4**
2.0 – 2.9	**3**
0.0 – 1.9	**0**

School Counselor Program Standard 4: Leadership and Advocacy

Description	The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive school counseling program and the school.
Business Logic	((A+B+C+D=E) ÷X) x 100 x Y where • A = points derived from the certification exam • B = points derived from Program GPA • C = points derived from the performance assessment for School Counselors • D = points derived from First-Year Counselor Survey • E = points derived from First-Year Counselor's Supervisor Survey Scores • X = total points possible • Y = weighted percentage (.20)
Indicator 4.1: Certification Exam	X÷Y where • X = sum of the highest certification exam scores of all Program Completers • Y = total number of
Scoring Guide	

Certification Exam	
Average Range	**Points**
250.0 +	**10.0**
245.0 – 249.9	**9.5**
240.0 – 244.9	**9.0**
235.0 – 239.9	**8.5**
230.0 – 234.9	**8.0**
225.0 – 229.9	**7.5**
220.0 – 224.9	**7.0**
214.0 – 219.9	**6.5**
208.0 – 215.9	**6.0**

Indicator 4.2: Program GPA	X÷Y where • X = sum of the Program GPAs of all Program Completers • Y = total number of Program Completers
Scoring Guide	

Grade Point Average (GPA)	
Average Range	**Points**
3.60 +	**10**
3.40 – 3.59	**9.5**
3.20 – 3.39	**9**
3.00 – 3.19	**8.5**
2.75 – 2.99	**8**

<table>
<tr><td>Indicator 4.3: Performance Assessment</td><td>(X+Y) ÷2 where
X = average of Site Supervisor Standard 4 MEES scores of all Program Completers
Y = average of University Supervisor Standard 3 MEES scores of all Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Performance Assessments</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>2.50 +</td><td>10</td></tr><tr><td>2.25 – 2.49</td><td>9</td></tr><tr><td>2.00 – 2.24</td><td>8</td></tr><tr><td>1.75 – 1.99</td><td>7</td></tr><tr><td>1.50 – 1.74</td><td>6</td></tr><tr><td>1.25 – 1.49</td><td>5</td></tr><tr><td>1.00 – 1.24</td><td>4</td></tr><tr><td>0.00 – 0.99</td><td>0</td></tr></table></td></tr>
<tr><td>Indicator 4.4: First-Year Counselor Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Standard 4 score (calculated using all First-Year Counselor’s Survey items associated with Standard 4; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.0 – 5.0</td><td>5</td></tr><tr><td>3.0 – 3.9</td><td>4</td></tr><tr><td>2.0 – 2.9</td><td>3</td></tr><tr><td>0.0 – 1.9</td><td>0</td></tr></table></td></tr>
<tr><td>Indicator 4.5: First-Year Counselor’s Supervisor Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Standard 4 score (calculated using all First-Year Counselor’s Supervisor Survey items associated with Standard 4; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
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</table>

School Counselor Program Standard 5: Ethical and Professional Conduct

Description	The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.
Business Logic	((A+B+C+D=E) ÷X) x 100 x Y where - A = points derived from the certification exam - B = points derived from Program GPA - C = points derived from the performance assessment for School Counselors - D = points derived from First-Year Counselor Survey - E = points derived from First-Year Counselor’s Supervisor Survey Scores - X = total points possible - Y = weighted percentage (.20)

<table>
<tr><td>Indicator 5.1: Certification Exam</td><td>X÷Y where
X = sum of the highest certification exam scores of all Program Completers
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Certification Exam</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>250.0 +</td><td>10.0</td></tr>
<tr><td>245.0 – 249.9</td><td>9.5</td></tr>
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<tr><td>208.0 – 215.9</td><td>6.0</td></tr>
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</td></tr>
<tr><td>Indicator 5.2: Program GPA</td><td>X÷Y where
X = sum of the Program GPAs of all Program Completers
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Grade Point Average (GPA)</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>3.60 +</td><td>10</td></tr>
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</table>
</td></tr>
<tr><td>Indicator 5.3: Performance Assessment</td><td>(X+Y) ÷2 where
X = average of Site Supervisor Standard 5 MEES scores of all Program Completers
Y = average of University Supervisor Standard 5 MEES scores of all Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Performance Assessments</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
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<tr><td>1.00 – 1.24</td><td>4</td></tr>
<tr><td>0.00 – 0.99</td><td>0</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td>Indicator 5.4: First-Year Counselor Survey</td><td>X÷Y where
X = sum of all Program Completers' mean Standard 5 score (calculated using all First-Year Counselor's Survey items associated with Standard 5; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.0 – 5.0</td><td>5</td></tr><tr><td>3.0 – 3.9</td><td>4</td></tr><tr><td>2.0 – 2.9</td><td>3</td></tr><tr><td>0.0 – 1.9</td><td>0</td></tr></table></td></tr>
<tr><td>Indicator 5.5: First-Year Counselor's Supervisor Survey</td><td>X÷Y where
X = sum of all Program Completers' mean Standard 5 score (calculated using all First-Year Counselor's Supervisor Survey items associated with Standard 5; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.0 – 5.0</td><td>5</td></tr><tr><td>3.0 – 3.9</td><td>4</td></tr><tr><td>2.0 – 2.9</td><td>3</td></tr><tr><td>0.0 – 1.9</td><td>0</td></tr></table></td></tr>
</table>

Appendix F: Calculating Certification Type Score, School Leaders

Note: The same calculations will be used to calculate scores for Certification Areas, although those will not be used as a basis for an accreditation recommendation.

School Leader Program Type Overall Score

Business Logic	A+B+C+D+E where • A = points for Standard 1 * .20 • B = points for Standard 2 * .20 • C = points for Standard 3 * .20 • D = points for Standard 4 * .20 • E = points for Standard 5 * .20

School Leader Program Domain 1: Visionary Leadership

Description	The School Leader as the Visionary Leader develops and implements a vision for the school or district to guide the learning of all students.
Business Logic	((A+B+C+D+E) ÷X) x 100 x Y where • A = points derived from the certification exam • B = points derived from Program GPA • C = points derived from the performance assessment for School Leaders • D = points derived from First-Year School Leader Survey • E = points derived from First-Year School Leader's Supervisor Survey Scores (not available for superintendents) • X = total points possible • Y = weighted percentage (.20)
Indicator 1.1: Certification Exam	X÷Y where • X = sum of the highest certification exam scores of all Program Completers • Y = total number of Program Completers
Scoring Guide	**Certification Exam** **Average Range** / **Points** **250.0 +** / **10.0** **245.0 – 249.9** / **9.5** **240.0 – 244.9** / **9.0** **235.0 – 239.9** / **8.5** **230.0 – 234.9** / **8.0** **225.0 – 229.9** / **7.5** **220.0 – 224.9** / **7.0** **214.0 – 219.9** / **6.5** **208.0 – 215.9** / **6.0**
Indicator 1.2: Program GPA	X÷Y where • X = sum of the Program GPAs of all Program Completers • Y = total number of Program Completers
Scoring Guide	**Grade Point Average (GPA)** **Average Range** / **Points** **3.60 +** / **10** **3.40 – 3.59** / **9.5** **3.20 – 3.39** / **9** **3.00 – 3.19** / **8.5** **2.75 – 2.99** / **8**

<table>
<tr><td>Indicator 1.3: Performance Assessment</td><td>(X+Y) ÷2 where
X = average of Evaluator 1 Domain 1 scores of all Program Completers
Y = average of Evaluator 2 Domain 1 scores of all Program Completers</td></tr>
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<tr><td>Indicator 1.4: First-Year School Leader Survey</td><td>X÷Y where
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<tr><td>Indicator 1.5: First-Year School Leader’s Supervisor Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Domain 1 score (calculated using all First-Year School Leader’s Supervisor Survey items associated with Domain 1; see Survey Technical Manual for associated items)
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</table>

School Leader Program Domain 2: Instructional Leadership

<table>
<tr><td>Description</td><td>The School Leader as the Instructional Leader ensures a guaranteed and viable curriculum, guarantees effective instructional practice, coordinates the use of effective assessments, and promotes professional learning.</td></tr>
<tr><td>Business Logic</td><td>((A+B+C+D+E) ÷X) x 100 x Y where
A = points derived from the certification exam
B = points derived from Program GPA
C = points derived from the performance assessment for School Leaders
D = points derived from First-Year School Leader Survey
E = points derived from First-Year School Leader’s Supervisor Survey Scores (not available for superintendents)
X = total points possible
Y = weighted percentage (.20)</td></tr>
<tr><td>Indicator 2.1: Certification Exam</td><td>X÷Y where
X = sum of the highest certification exam scores of all Program Completers
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Certification Exam</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>250.0 +</td><td>10.0</td></tr><tr><td>245.0 – 249.9</td><td>9.5</td></tr><tr><td>240.0 – 244.9</td><td>9.0</td></tr><tr><td>235.0 – 239.9</td><td>8.5</td></tr><tr><td>230.0 – 234.9</td><td>8.0</td></tr><tr><td>225.0 – 229.9</td><td>7.5</td></tr><tr><td>220.0 – 224.9</td><td>7.0</td></tr><tr><td>214.0 – 219.9</td><td>6.5</td></tr><tr><td>208.0 – 215.9</td><td>6.0</td></tr></table></td></tr>
<tr><td>Indicator 2.2: Program GPA</td><td>X÷Y where
X = sum of the Program GPAs of all Program Completers
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Grade Point Average (GPA)</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>3.60 +</td><td>10</td></tr><tr><td>3.40 – 3.59</td><td>9.5</td></tr><tr><td>3.20 – 3.39</td><td>9</td></tr><tr><td>3.00 – 3.19</td><td>8.5</td></tr><tr><td>2.75 – 2.99</td><td>8</td></tr></table></td></tr>
</table>

<table>
<tr><td>Indicator 2.3: Performance Assessment</td><td>(X+Y) ÷2 where
• X = average of Evaluator 1 Domain 2 scores of all Program Completers
• Y = average of Evaluator 2 Domain 2 scores of all Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Performance Assessments</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>2.50 +</td><td>10</td></tr><tr><td>2.25 – 2.49</td><td>9</td></tr><tr><td>2.00 – 2.24</td><td>8</td></tr><tr><td>1.75 – 1.99</td><td>7</td></tr><tr><td>1.50 – 1.74</td><td>6</td></tr><tr><td>1.25 – 1.49</td><td>5</td></tr><tr><td>1.00 – 1.24</td><td>4</td></tr><tr><td>0.00 – 0.99</td><td>0</td></tr></table></td></tr>
<tr><td>Indicator 2.4: First-Year School Leader Survey</td><td>X÷Y where
• X = sum of all Program Completers’ mean Domain 2 score (calculated using all First-Year Principal Survey items associated with Domain 2; see Survey Technical Manual for associated items)
• Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.0 – 5.0</td><td>5</td></tr><tr><td>3.0 – 3.9</td><td>4</td></tr><tr><td>2.0 – 2.9</td><td>3</td></tr><tr><td>0.0 – 1.9</td><td>0</td></tr></table></td></tr>
<tr><td>Indicator 2.5: First-Year School Leader’s Supervisor Survey</td><td>X÷Y where
• X = sum of all Program Completers’ mean Domain 2 score (calculated using all First-Year Principal’s Supervisor Survey items associated with Domain 2; see Survey Technical Manual for associated items)
• Y = total number of Program Completers</td></tr>
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</table>

School Leader Program Domain 3: Managerial Leadership

Description	The School Leader as the Managerial Leader implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.
Business Logic	((A+B+C+D+E) ÷X) x 100 x Y where • A = points derived from the certification exam • B = points derived from Program GPA • C = points derived from the performance assessment for School Leaders • D = points derived from First-Year School Leader Survey • E = points derived from First-Year School Leader’s Supervisor Survey Scores (not available for superintendents) • X = total points possible • Y = weighted percentage (.20)

<table>
<tr><td>Indicator 3.1: Certification Exam</td><td>X÷Y where
X = sum of the highest certification exam scores of all Program Completers
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
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<tr><td>Indicator 3.2: Program GPA</td><td>X÷Y where
X = sum of the Program GPAs of all Program Completers
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
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<tr><th colspan="2">Grade Point Average (GPA)</th></tr>
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</table>
</td></tr>
<tr><td>Indicator 3.3: Performance Assessment</td><td>(X+Y) ÷2 where
X = average of Evaluator 1 Domain 3 scores of all Program Completers
Y = average of Evaluator 2 Domain 3 scores of all Program Completers</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Performance Assessments</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>2.50 +</td><td>10</td></tr>
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<tr><td>Indicator 3.4: First-Year School Leader Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Domain 3 score (calculated using all First-Year Principal Survey items associated with Domain 3; see Survey Technical Manual for associated items)
Y = total number of Program Completers</td></tr>
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<table>
<tr><th colspan="2">First-Year Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.0 – 5.0</td><td>5</td></tr>
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<tr><td>Indicator 3.5: First-Year School Leader’s Supervisor Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Domain 3 score (calculated using all First-Year School Leader’s Supervisor Survey items associated with Domain 3; see Survey Technical Manual for associated items)
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</table>

School Leader Program Domain 4: Relational Leadership

<table>
<tr><td>Description</td><td>The School Leader as the Relational Leader interacts professionally with students, staff, family, and community.</td></tr>
<tr><td>Business Logic</td><td>((A+B+C+D+E) ÷X) x 100 x Y where
A = points derived from the certification exam
B = points derived from Program GPA
C = points derived from the performance assessment for School Leaders
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<tr><td>Indicator 4.1: Certification Exam</td><td>X÷Y where
X = sum of the highest certification exam scores of all Program Completers
Y = total number of Program Completers</td></tr>
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<tr><td>Indicator 4.3: Performance Assessment</td><td>(X+Y) ÷2 where
X = average of Evaluator 1 Domain 4 scores of all Program Completers
Y = average of Evaluator 2 Domain 4 scores of all Program Completers</td></tr>
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<tr><td>Indicator 4.4: First-Year School Leader Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Domain 4 score (calculated using all First-Year School Leader Survey items associated with Domain 4; see Survey Technical Manual for associated items)
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<tr><td>Indicator 4.5: First-Year Principal’s Supervisor Survey</td><td>X÷Y where
X = sum of all Program Completers’ mean Domain 4 score (calculated using all First-Year Principal’s Supervisor Survey items associated with Domain 4; see Survey Technical Manual for associated items)
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School Leader Program Domain 5: Innovative Leadership

<table>
<tr><td>Description</td><td>The School Leader as the Innovative Leader continues professional growth, actively engages in reflective practice, and applies new knowledge and understanding to drive appropriate change.</td></tr>
<tr><td>Business Logic</td><td>((A+B+C+D+E) ÷X) x 100 x Y where
A = points derived from the certification exam
B = points derived from Program GPA
C = points derived from the performance assessment for School Leaders
D = points derived from First-Year School Leader Survey
E = points derived from First-Year School Leader’s Supervisor Survey Scores (not available for superintendents)
X = total points possible
Y = weighted percentage (.20)</td></tr>
<tr><td>Indicator 5.1: Certification Exam</td><td>X÷Y where
X = sum of the highest certification exam scores of all Program Completers
Y = total number of Program Completers</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Certification Exam</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>250.0 +</td><td>10.0</td></tr><tr><td>245.0 – 249.9</td><td>9.5</td></tr><tr><td>240.0 – 244.9</td><td>9.0</td></tr><tr><td>235.0 – 239.9</td><td>8.5</td></tr><tr><td>230.0 – 234.9</td><td>8.0</td></tr><tr><td>225.0 – 229.9</td><td>7.5</td></tr><tr><td>220.0 – 224.9</td><td>7.0</td></tr><tr><td>214.0 – 219.9</td><td>6.5</td></tr><tr><td>208.0 – 215.9</td><td>6.0</td></tr></table></td></tr>
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<tr><td>Indicator 5.3: Performance Assessment</td><td>(X+Y) ÷2 where
X = average of Evaluator 1 Domain 5 scores of all Program Completers
Y = average of Evaluator 2 Domain 5 scores of all Program Completers</td></tr>
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<tr><td>Indicator 5.4: First-Year School Leader Survey</td><td>X÷Y where
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</table>

Appendix G: EPP Institutional Codes

Institution	Code
AVILA UNIVERSITY	511932
BAPTIST BIBLE COLLEGE	38829
CALVARY UNIVERSITY	703619
CENTRAL METHODIST UNIVERSITY	630984
COLLEGE OF THE OZARKS	4235
COLUMBIA COLLEGE	515712
COTTEY COLLEGE	70431
CROWDER COLLEGE	166166
CULVER-STOCKTON COLLEGE	18750
DRURY UNIVERSITY	603541
EAST CENTRAL COLLEGE	130130
EVANGEL UNIVERSITY	41617
FONTBONNE UNIVERSITY	038603
HANNIBAL LAGRANGE UNIVERSITY	41544
HARRIS-STOWE STATE UNIVERSITY	300194
JEFFERSON COLLEGE	145145
LINCOLN UNIVERSITY	117117
LINDENWOOD UNIVERSITY	18759
MARYVILLE UNIVERSITY	41639
METROPOLITAN COMMUNITY COLLEGE	161161
MINERAL AREA COLLEGE	163163
MISSOURI BAPTIST UNIVERSITY	41538
MISSOURI VALLEY COLLEGE	514772
MISSOURI SOUTHERN STATE UNIVERSITY	143143
MISSOURI STATE UNIVERSITY - SPRINGFIELD	119119
MISSOURI UNIVERSITY OF SCIENCE AND TECHNOLOGY	116119
MISSOURI WESTERN STATE UNIVERSITY	160160
MOBERLY AREA COMMUNITY COLLEGE	162162
NORTH CENTRAL MISSOURI COLLEGE	198198
NORTHWEST MISSOURI STATE UNIVERSITY	118118
OZARKS TECHNICAL COMMUNITY COLLEGE	640121

Institution	Code
PARK UNIVERSITY	511931
ROCKHURST UNIVERSITY	501839
SAINT LOUIS UNIVERSITY	300310
SOUTHEAST MISSOURI STATE UNIVERSITY	120120
SOUTHWEST BAPTIST UNIVERSITY	635440
ST. CHARLES COMMUNITY COLLEGE	146146
ST. LOUIS COMMUNITY COLLEGE	149149
STATE FAIR COMMUNITY COLLEGE	126126
STEPHENS COLLEGE	5177
TEACH ST. LOUIS	703622
THE EDUCATOR ACADEMY	703621
THREE RIVERS COLLEGE	200200
TRUMAN STATE UNIVERSITY	122122
UNIVERSITY OF CENTRAL MISSOURI	121121
UNIVERSITY OF MISSOURI - COLUMBIA	116116
UNIVERSITY OF MISSOURI - KANSAS CITY	116117
UNIVERSITY OF MISSOURI - ST LOUIS	116118
WASHINGTON UNIVERSITY	300342
WEBSTER UNIVERSITY	300335
WESTERN GOVERNORS UNIVERSITY	350714
WESTMINSTER COLLEGE	49495
WILLIAM JEWELL COLLEGE	62273
WILLIAM WOODS UNIVERSITY	511106